# CONFERENCE PROCEEDINGS



## Teaching and Education Research Association

## 2018 - 13th International Conference on Teaching, Education & Learning (ICTEL), 08-09 August 2018, Bali, Indonesia

08-09 August 2018

Conference Venue

D Varee Diva Kuta Bali, Indonesia (Formerly Ibis Styles Kuta Bali)

# KEYNOTE SPEAKER



**Dr. Kanlaya Daraha**
**Faculty of Humanities And Social Sciences Prince Of Songkla University, Pattani Campus, Pattani, Thailand**

Kanlaya Daraha, Ph.D., Head of Social Work Program. The Thai Association Social Work Education (TASWE) committee, Thailand. The Head of Social Work Program. The Delegate of Social Work of Prince of Songkla University. The consultant of Child Protection Committee Pattani Province, Thailand. Department of Social Sciences Faculty of Humanities and Social Sciences, Prince of Songkla University, Pattani Campus, Thailand.Research fields : Social Work, Sociology and Social Development

**Topic: Muslim Schools in the Deep South of Thailand**

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| **Annika Hofmann**<br>**GICICTEL1811055** | **The Theory Based Intercultural Sensitizer As An Intercultural Training Method**<br><br>**Annika Hofmann**<br>**Kiel University, Strandholm 18, 24857 Fahrdorf, Germany**<br><br>**Abstract**<br>**In times of globalization people are more and more called upon to interact with members from different cultures. During my dissertational project I developed a so-called Intercultural Sensitizer based on the cultural theory of Trompenaars/Hampden-Turner (2012). An Intercultural Sensitizer is a method for trainees of intercultural communication. The trainees read a situation about members of the target culture and then select the answer from a multiple-choice-system they believe best describes the behavior of the person presented in the situation. In the feedback section it will be revealed if the answer was culturally adequate and if so, what cultural standard lies behind it. If the trainees select an inadequate answer, the feedback area will provide information about why this choice might be less probable than any other and they will be asked to try again.**<br>**This theoretical mix offers multiple advantages. For once, in contrast to the method of the Critical Incidents (Thomas et. al. 2000) cultural differences as well as similarities will be displayed. Plus, cognitive, affective and behavioral attitudes can be measured. With this building block for a holistic intercultural training, a deeper cognitive understanding about the concept of culture (in Germany) can be achieved.**<br>**Keyword: Intercultural Communication, Intercultural Competence, Intercultural Training** |
| **Margaretha Sri Yuliariatiningsih**<br>**GICICTEL1811057** | **The Influence Of Learning Method And Reading Skills To The Thinking Skill Experimental Research On Grade 2 Elementary Students In West Java Province Academic Year 2016/2017**<br><br>**Margaretha Sri Yuliariatiningsih**<br>**Doctoral Degree Candidate at Universitas Negeri Jakarta, Jakarta**<br><br>**Abstract**<br>**The research's aim to examine the influence of learning method of scientific process skill and cooperative learning method to the thinking skill of second grade students in West Java Province in 2016.The research procedure is to compare the two methods of learning by considering the students' reading skills as an attribute variable. The research method was conducted by experimental method with factorial design level 2 x 3. The collected data resources were reading skill score and the students 'skill of thinking scores. Those data were analyzed and the research results areintrepreted (1) the average score of students' group thinking skill which was learned by applying the scientific process skill method more Large compared to the scores of students' group thinking skills learned by applying cooperative methods; (2) scores of students' thinking skills that are learned by applying scientific method skill process which has high, medium and low reading skill is bigger than student's thinking skill which is taught by cooperative method with high, medium and low reading skill; (3) the high and low score of thinking skill is determined also by the students' reading skill. It is suggested that in learning the students, apply the thinking skills through issues that require the child to apply the scientific process skill method as well as understand the command and questions before answering the fun issues with drawings or words** |

developed from the learning process.
Keywords : learning method, reading skill, and thingking skill

**Mentoring As A Means Of Teachers' Professional Growth: Prospects And Challenges**

**Zarin Tasnim**
**Lecturer, Department Of English Hamdard University Bangladesh**

**Zarin Tasnim**
**GICICTEL1811058**

**Abstract**
This paper is about the roles of mentoring process in teacher's professional development. Mentoring is one of the prominent issues in teacher education. It is considered extremely important to ensure the high quality performance of teachers. Mentoring plays a critical role in developing their professional knowledge, skills and capabilities. It also serves as a way of organizational change. The process of mentoring enables the senior and experienced teachers to provide valuable suggestions and support to the novice teachers. Both mentor teachers and student teachers gain new ideas about teaching approaches and skills. Mentoring helps them to be critically reflective about their own teaching values, beliefs and practices. It empowers teachers and gives them a sense of significance in their teaching career. Mentoring becomes a valuable tool for growth promoting experience for teachers. Today in a world of education, mentoring has emerged to enhance the quality of professional learning, skills and competencies. So teacher mentoring programs have increased to support the future teachers in order to make them proficient in teaching profession. This theoretical paper explores the concept of mentoring, qualities and functions of mentor, benefits, challenges and finally implications of teacher mentoring.
Keywords: Mentoring, mentor, novice teachers, reflective, professional learning

**The Impact Analysis Caused by Non-conformity of Teacher Education Background of SMAN and Equal to the Subject Taught in Makassar City**

**Ayu Ashari**
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**Husnul Khatimah Rusyid**
**Mathematics Departement, Faculty of Mathematics and Natural Science, LPM Penalaran UNM**

**Zahraini Fajri Nur**
**Language Department, Faculty of Language and Literature, LPM Penalaran UNM**

**Ayu Ashari**
**GICICTEL1811062**

**Abstract**
Improving teacher pedagogic competence is very important in developing the quality of educators. Teacher pedagogical competence is influenced by the appropriateness of academic quality and suitability of educational background with the field being taught. This research to identify the impact of what is caused by non-conformity of teacher education background with subjects taught in SMAN and equal in Makassar City. The type of research used qualitative descriptive for analyzing, interpreting, and providing a careful description of particular individual or certain groups about the current situation but not used to make wider conclusions. Data collection is

done by interview, observation and documentation. The results showed that the negative impact of mismatch teacher: 1. Lack of innovation and creativity of media use and learning methods related to teacher performance, 2. Lack of education and training (DIKLAT) for teachers related to professionalism competence; And 3. Lack of ability in managing the class seen from the aspects of activating and controlling students in learning process in the classroom. This research can be used as a reference in the formation of education policy in Indonesia.

Keywords: competences, learning outcomes, mismatch, performance

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| **Lee Hui Ling**<br>**GICICTEL1811063** | **An Exploratory study on Negative Transfer Errors from Malay Language into Mandarin Lexicon Learning**<br><br>**Lee Hui Ling**<br>**Center for Language Studies and Generic Development,**<br>**Universiti Malaysia Kelantan, Bachok, Kelantan, Malaysia.**<br><br>**Abstract**<br>**Negative transfer is one of the main factors resulting a foreign language learner inability to learn well in their target language. In Malaysia, the number of Malay learners who choose to study Mandarin has grown increasingly. However, differences between language and cultures may encounter more difficulties for the Malay learner in their Mandarin learning, instead of induce for errors making. Therefore, this study is tries to explore the negative transfer errors made by Malay learners into their Mandarin learning from the perspective of lexicon. The error corpus collected in this study is taken from the students' examination papers, written homework, dialogues between teachers and students, and the dialogues of students themselves. Types of negative transfer errors in lexicon would be focused and divided into four sub-categories: (1) Improper usage of words; (2) word orders error; (3) improper usage of collocation; and (4) improper usage of culture images. Based on the findings and analysis, some practical effective teaching suggestions are also provided in order to raise Malay students' awareness of negative transfer from their native language into Mandarin lexicon learning.**<br>**Keywords: Malay Language, Mandarin, negative transfer, lexicon, Malay Learner.** |
| **Dr. Sankaranarayanan Paleeri**<br>**GICICTEL1811064** | **Becoming Techno Gurus: Perception and Dilemmas of Teacher Educators on Utilization of Open Education Resources**<br><br>**Dr. Sankaranarayanan Paleeri**<br>**Department of Social Science Education, NSS Training College, Ottapalam, Palakad, Kerala, India**<br><br>**Abstract**<br>**Teacher educators are confronting myriads of challenges in identifying and utilizing the online resources. This study is intended to analyze the perception and dilemmas faced by teacher educators in integrating OER for teaching. The conceptual frame work of the study is focused on teachers' access and utilization of the online resources. Sample for the survey was 108 teacher educators drawn from Kerala and Tamil Nadu two South Indian States. OER Utilization Inventory and Informal Interview were the tools used for collecting data. The collected data propelled for a mixed approach of quantitative and qualitative analyses. Findings of the study show that there is inadequate perception among teacher educators on availability and usability of relevant |

OER for teaching the contents. Teacher Educators are varied on their perception regarding OER as relevant and active support to teach content. 18% of teacher educators perceived the OER as need of the hour while 13.88 percent perceived OER as not supportive. 68% perceived with neutrality. 82 % of teacher educators are skeptic on authenticity of available online resources including OER materials. Only 16 % of teacher educators make use the online resources directly as a support for class room instruction. Most of the teacher educators guarantee the credibility of online resources only after verifying with the text book resources. They have 'tendency to compare' the relevance and quality of online materials with Books. The study reflects and suggests for proper implementation of awareness programmes for teacher educators on OER and utilizing them properly. Developing desirable attitude among teacher educators for OER integration for teaching and training purposes is proposed. Centralized monitoring on authenticity of OER is suggested to adjudicate the credence and quality of the materials.

**Key Terms**

Open Education Materials, Online Resources, Perception, Dilemma, Availability and Usability

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**Review Of Challenges Facing Business Education Programme And Their Impact On Students' Academic Performance In Colleges Of Education In North-East Nigeria.**

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**Federal College Of Education (Tech) Potiskum, Yobe State.**

**Usman Adamu**
**GICICTEL1811069**

**Abstract**

The paper examines the challenges faced by Business Education programme and their impact on students' academic performance in North-east colleges of education. Business Education as an educational programme is aimed at training and preparing students for jobs and for managing businesses. Importance of business education programme were outlined, challenges of Business education programme have been explained which include: funding, inadequacy of instructional facilities, challenges caused by the emergence of information and communication Technology (ICT) and the curriculum. The paper also highlight the ways in which these challenges impacted the academic performance of business education students in North-east Nigeria. Finally, the paper concluded that if these challenges have not been addressed it will lead to the collapse of the programme.

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**Exploring Taboo Issues on Literature in a Filipino Catholic Classroom**

**Jerrylyn Bacroya-Magbuo, M.Ed**
**First Asia Institute of Technology and Humanities**
**College of Education - School of Humanities**

**Jerrylyn Bacroya-Magbuo**
**GICICTEL1811070**

**Abstract**

Filipino people are known to have strong religious beliefs in their conservative culture. Since literature involves an array of real-life situations of man and is a true simulation of the reality, taboo topics typically arise in literature discussion that posits a challenge to Filipino teachers. This paper is centered on the dealings of Filipino literature teachers as they teach literature as part of an English subject in a Catholic classroom. This study involved well-experienced literature teachers coming from two different Catholic schools who revealed how they went about the discussions of such sensitive topics and

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| | the strategies they employ. Three themes where extracted from their responses. Common taboo issues like gay marriage, adultery, sexual intercourse were exposed; challenges on youth apathy, individualism and perception on morality surfaced; and techniques on better handling the topics inside a literature classroom were all richly discussed in the paper.<br><br>Keywords:Taboo issues, teaching of literature, catholic classroom |
| **Olapade Christopher Bola**<br>**GICICTEL1811071** | **The Place of Education in Nigerian Economy Recession and Attainment of educational Goals in The 21ST Century**<br><br>**Olapade Christopher Bola**<br>**Department of General Studies in Education School of Education**<br>**Emmanuel Alayande College of Education, Oyo, Oyo state, Nigeria**<br><br>**Abstract**<br>**Economy and education of any nation are tools for development and advancement. However, education keeps the economy feet to the ground. The study examined the Nigerian economy recession and the attainment of educational goals. This was carried out in some selected schools in Ikeja, Lagos State, Nigeria. It assessed the teaching and learning outcomes from the students' performances. This was with the view to achieving the educational goals. National Examination Results in the last two years (2015-2017) revealed that students' performance was too weak which account for many Nigerian youth roaming the streets due to their inability to gain admission into the universities. It was gathered that many students could not get adequate support for their schooling and thereby failing in meeting the school requirements. Thus, some became truants, lazy and without focus. It was concluded that economic constraints of the nation affect education sector which resulted to education goal achievements' failure. Suggestions were made that; government should set education as priority because it is one and the best of all other tools for national development. Entrepreneur education should be emphasized and sponsored by the government so that students can be well equipped and skillful in self employment. Government should endeavor in teaching personnel management, to enhance effective curriculum implementation.**<br>**Key Words: Economy, Education, Goal-attainment and Recession** |
| **Yasemin Acikgoz**<br>**GICICTEL1811073** | **The Impact Of Learners' Breadth Of Vocabulary Knowledge On Their Reading Comprehension**<br><br>**Yasemin Acikgoz**<br>**Anadolu University School Of Foreign Languages**<br><br>**Abstract**<br>**Reading comprehension is very significant in language learning process. Reading is realized for many reasons such as getting information, learning a new skill or reading just for pleasure; however, the main aim is to get an understanding of what the reading text is trying to convey since reading is of great significance. As reading comprehension is a learned skill that is dependent upon some external factors, to get into the heart of the problem, first of all some factors should be examined. Among these factors, the most observable one is knowledge of vocabulary. Vocabulary is what the learners most complain about reading texts because it is closely related to reading comprehension. At this juncture, it can be said that despite the indispensable role of vocabulary knowledge in reading comprehension, it is essential to look into the depth of it in detail to understand how strong predicator the breadth** |

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| | of vocabulary knowledge in reading comprehension is. |
| **Nur A. Mohamed Paid**<br>**GICICTEL1811074** | **Challenges And Issues In Completing A Mooc On Population Genetics: A Case Study**<br><br>**Nur A. Mohamed Paid**<br>**Department Of Agrotechnology And Bio-Industry, Politeknik Nilai, Enstek, 71760, Malaysia**<br><br>**Fauziah S. Sheh Rahman**<br>**Department Of Agrotechnology And Bio-Industry, Politeknik Nilai, Enstek, 71760, Malaysia**<br><br>**Munirah Mihat**<br>**Department Of Agrotechnology And Bio-Industry, Politeknik Nilai, Enstek, 71760, Malaysia**<br><br>**Abstract**<br>**Massive Open Online Courses (MOOC) has become a part of the Ministry of Higher Education of Malaysia's priority agenda to create an online education ecosystem nationwide. As an initiative to support this 9th Surge of the Malaysian Education Development Plan (Higher Education) for the year 2015 – 2025 which is Globalized Online Learning, Politeknik Nilai has developed a MOOC platform entitled Hardy-Weinberg Principle Made Simple which has been running since June 2017. Therefore, the main objective of this study is to evaluate the correlation between challenges and issues faced by students and their performances in the said MOOC. A total of 117 students who are pursuing the Diploma in Biotechnology were selected as respondents for this study. We focus on the aspects of technology, organization and personal barriers as the challenges and issues faced by the students and determine the correlation between the barriers and their performances in completing the MOOC platform.**<br>**Keywords:   MOOC, population genetics, Hardy-Weinberg Equilibrium, challenges** |
| **Saad Al-Gahtani**<br>**GICICTEL1811076** | **Sequence organization in Arabic and English**<br><br>**Saad Al-Gahtani**<br>**Applied Linguistics / Arabic Linguistics Institute ,King Saud University, Riyadh, Saudi Arabia**<br><br>**Abstract**<br>**Previous research on cross-cultural pragmatics has primarily focused on how NSs of different languages perform speech acts in relation to politeness and directness. However, Kasper (2006), among others, called for adopting a more discursive approach rather than analyzing data according to the CCSARP coding scheme (Blum-Kulka et al., 1989). Therefore, this paper used CA-for-ILP to investigate sequence organization of requests in Australian English and Saudi Arabic using role-play scenarios. It specifically looked at certain issues of sequence organization: pre-expansions, pre-pres, accounts in request turn, insert-expansions, and post-expansions, and to what extent the social variable (power) affects these issues. Thirty-one male subjects participated in this study, further divided into two groups: Saudi Arabic NSs (18) and Australian English NSs (13). Overall, it was found that both languages shared some regularities of sequence organization whereas they differed in the occurrence of others. Also, power influenced the production of some regularity in both** |

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| **Siti Zahra Mulianti Natsir GICICTEL1811077** | **Development Of Physics Interactive Learning Media For Xi Grade Students Of Sma Negeri 9 Makassar.**<br><br>**Siti Zahra Mulianti Natsir**<br>**Department of Physics, Faculty of Mathematic and Natural Science,State University of Makassar,Makassar, Indonesia**<br><br>**Nurhayati**<br>**Department of Physics, Faculty of Mathematic and Natural Science,State University of Makassar,Makassar, Indonesia**<br><br>**Ahmad Yani**<br>**Department of Physics, Faculty of Mathematic and Natural Science,State University of Makassar,Makassar, Indonesia**<br><br>**Abstract**<br>**This research aims to obtain:(1) the suitable design of interactive physics learning media for students grade XI SMA Negeri 9 Makassar, (2) determine students' response toward the media, and (3) determine the quality of the media based on teacher assessment. Subjects of this study were 4 physics teacher SMA Negeri 9 Makassar and 22 students of grade XI MIA 3 SMA Negeri 9 Makassar in 2017/2018 academic year. Procedure of development consists of 3 main steps; define phase, design phase and develop phase. Data was collected using validation sheet and a set of questionnaire. The result are: (1) interactive physics learning media has been developed on the subject of elasticity and hooke's law using lectora inspire with content validity value 1. This media consists of home, Indicator, material, exercise, simulation video, animation, virtual laboratory and references (2) Students as users gave response toward the media 86,875%, (3) The media is categorized as a very good based on teacher assessment that shown 99,48%. Conclussions of this research is the media which has been developed is a valid media within the response of both students and teacher are on very good category. Recommendation: Further research of the effectiveness of using this media. Keywords: Elasticity, Interactive physics learning media, and valid.** |
| **Delio Escaao GICICTEL1811078** | **Relationship of Attitudes and Academic Performance in Mathematics of Selected Grade 7 Students at Jacobo Z. Gonzales Memorial National High School, S.Y 2017-2018**<br><br>**Delio Escaao**<br>**Department of Education (Memorial National High School),Laguna State Polytechnic University Los Baaoss**<br><br>**Abstract**<br>**Mathematics is a very important subject in the school curriculum. Its importance is not only for the national purpose but also for the individual's life. In view of this importance, it could be more desirable for all students in basic and secondary schools to put extra effort in learning Mathematics. But generally speaking, Mathematics is said to be the subject that is difficult and often disliked.**<br>**Research centering on students' attitudes towards Mathematics study has received increasing attention, and the most common explanation for gender disparities in Mathematics achievement has focused on attitude that students have towards Mathematics. In general, most of the studies reported that,** |

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| | compared with boys, girls lacked confidence, had debilitating causal attribution patterns, perceived mathematics as a male domain, and were anxious about Mathematics (Casey, Nuttall, & Pezaris, 2001; Vermeer, Boekaert, & Seegers, 2000). <br><br> Attitudes towards Mathematics play a crucial role in the teaching and learning processes of Mathematics. These affect students' achievement in Mathematics. The teaching method, the support of the structure of the school, the family and students' attitude towards school affect the attitudes towards Mathematics. <br><br> Usually, the way that Mathematics is represented in the classroom and perceived by students, even when teachers believe they are presenting it in authentic and context dependent way stands to alienate many students from Mathematics (Barton, 2000; Furinghetti and Pekhonen, 2002). |
| **Chona Leano** <br> **GICICTEL1811079** | **Work Pressures as Related to Status of Compliance to Professional and Training Requirements of Public Elementary Teachers in Calamba West, Laguna: Basis for A Work Plan Balance Proposal** <br><br> **Chona Leano** <br> **DEpEd Elementary,Laguna State Polytechnic Univeristy,Calamba, Phillipines** <br><br> **Abstract** <br> The study employed descriptive method in assessing the work overload of teachers as related to their status and compliance to professional training and requirement. The sample of the study consists of 80 elementary teachers in the public elementary schools during SY 2016-2017 in Calamba West, Laguna. The data were gathered using questionnaires. The questionnaire on the level pressures contained items regular task, ancillary services, students outcome, community involvement, and professional growth and development and the indicators on the task related to compliance to professional and training requirements of teachers consists items teacher's competencies, teacher's school performance and teacher's promotion . The data were subjected to statistical treatment. Frequency, percentage and rank distribution were utilized to attest the data on the profile of teacher respondents. Weighted arithmetic mean was used to calculate the level work pressures and compliance to professional and training requirements. The Pearson r correlation test was used to examine the test of relationship on the variables of the study. <br><br> After the data have been treated and interpreted, the significant findings of the study are: <br> Majority of the elementary teachers were female 69 or 86.7%. In terms of educational attainment, 28 (35%) graduated Bachelors degree and most them occupying the Teacher I position (58.8%) while 1 to 5 years or 34 (42.5%) years stayed in the service. Most of them attended 1 to 5 seminars (67.5) in the division level. <br><br> The teachers identified five of the work pressures they had to accomplish and they were highly manifested them with almost similar means. Among the five indicators, student outcome had the highest mean for teachers (3.95). In contrast, the lowest mean came from teachers who identified professional growth and development (3.60). Community involvement had the second highest mean (3.81), followed by ancillary services (3.70) and regular task (3.68) <br><br> The teachers responded that two of the indicators had highly manifested their professional preparation and training. Among the variables, teachers |

school performance lead with a mean of 4.03 In contrast, the lowest mean identified as teacher performance with moderately manifested (3.41). Teacher's competencies (3.88) is the second variables in the rank.

The personal attribute such as educational attainment and years in service had an influence on the work pressure of teachers Regular task as related to educational attainment (p-value=.000) and age (p-value=003, ancillary service influence the educational attainment obtaining the p-value .000 and years in service with p-value .003, student outcome as related to educational attainment (p-value=.000) and years in service (p-value=.000) community involvement as related to educational attainment (p-value .000) and years in service (p-value=.010).

Teachers compliance was related to sex (p-value .041) , educational attainment (p-value=.000), years in service (p-value .003). Teachers School performance has an influence on the educational attainment obtaining the p-value .000 and teaching position with p-value=.030.

The teachers compliance, teachers school performance, teachers promotion were highly significant to work pressures such as ancillary service, student outcome, community involvement and professional growth and development. There were only three of the personal attribute which did not appeared significantly namely teachers promotion to student outcome and community involvement and teacher school performance to professional growth and development.

Based on the above-mentioned findings, the following conclusions were drawn:

The elementary teacher in Calamba West District were dominantly female graduated Bachelors degree, and occupying Teacher I position, and had already 1 to 5 years years in teaching. They had mostly attended division seminars and training.

The work pressure was highly manifested through student outcome. This task were really the most number of duties and responsibilities of the teacher that needs to accomplish and the most sensitive job they need to work to.

Elementary school teachers focused their work in the school performance. This is the main job that lies the achievement rate of the pupils. To improve their teaching performance so that they would be able to produce effective learning outcome.

Educational attainment, age, years in service, were the most common teacher's attribute that influence work pressure of teacher in terms of regular task, ancillary service, student outcome and community involvement. Professional growth and development had no any bearing on the profile of the teacher.

Teachers compliance was related to sex, educational attainment and years in service. Teachers School performance has an influence on the educational attainment and teaching position.

The teachers compliance, teachers school performance, teachers promotion were highly significant to work pressures such as ancillary service, student outcome, community involvement and professional growth and development. Three of the personal attribute which did not appeared significantly namely teachers promotion to student outcome and community involvement and teacher school performance to professional growth and development.

In light of the foregoing conclusions, the following recommendations are hereby offered:

Teachers may pursue higher education taking units and yet aiming to have become a master or doctoral degree holder. It will help them grow personally

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| | and professionally chances are they will be promoted to another steps to higher position<br><br>Enable and provided teachers to attend more seminars and training in all levels to further improve their competencies in teaching so that they would be able to meet the target of the K to 12 curriculum and that is to produce technologically advanced learners.<br><br>Time management is encouraged so that teacher would be able to attempt to their lots of duties and responsibilities they need to accomplished.<br><br>DepEd should provide support to teachers to build their strong motivation to job and other job related activities appearing at a proper scheduling of programs and activities to avoid work pressures.<br><br>Future research is recommended to the same and also other variables that might contribute to work pressure in the educational academe. |
| **Behnam Jamshidi Dana**<br>**GICICTEL1811080** | **Evaluation of virtual team formation and the manner of interaction in scientific research environments**<br><br>**Behnam jamshidi dana**<br>**MS student of information technology-electronic commerce, Khajeh Nasir Toosi University of Technology**<br><br>**Asghar Zamani**<br>**Assistant Professor, Department of Higher Education Management Studies, Institute for Research and Planning in Higher Education**<br><br>**Abstract**<br>**Virtual team refers to provisional occupational groups with geographically scattered distribution and from diverse cultural backgrounds. They're connected via IT devices and rarely join actual meetings so some members may never meet in person.**<br><br>**Members have qualifications complementing the others', shared goals, objectives and approaches, and are committed to each other's success and prosperity .**<br><br>**They may never work, together as a team members, and the team may dissolve after fulfilling their assigned task. Or the team may have a permanent structure in order to work on continuous tasks such as strategic planning where they match traditional teams in some cases .**<br><br>**Our country is lacking team works and some scarce cases pretend to do such team based tasks .**<br><br>**This paper investigates challenges facing student virtual team of Technology Department of Amir Kabir University.**<br><br>**it is concluded that the main causes of those student team problems are :lack of trust and confidence , of commitment and conformity, of responsibility and accountability , and of commitment to team shared objectives .**<br><br>**Having evaluated these problems , student virtual team put the causes of their failure on its agenda in order to remove these human related defects as well as emotional and/or psychological factors, achieving high executive growth , performance and strength .**<br><br>**Keywords: Team - Virtual teams - Trust - Commitment - Accountability - Goals** |
| **Carlo Domingo Casinto**<br>**GICICTEL1811081** | **Metacognition in English Language Teaching (ELT) in the context of Problem-based Blended Learning: The Bahrain Polytechnic Experience**<br><br>**Carlo Domingo Casinto, Ph.D.** |

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| | **Faculty of Business & Logistics, Bahrain Polytechnic**<br><br>**Abstract**<br>The paper investigates the teaching of metacognitive skill, as defined by Hertzog, C., & Robinson, A. E. (2005), as an integral element of the learning process in academic writing courses. It aims to find out the relationship between metacognition and academic writing performance. Using two-group experimental design, the study proceeds within the pedagogical context of problem-based blended learning.<br>The findings indicate a strong correlation between the variables. Conversely, a moderate correlation is established by age factor. In the light of these findings, a framework for teaching and assessing metacognitive skills is promulgated along with the formulation of self-assessment checklist and criterion-referenced tool. Finally, the study recommends extending the investigation to include other learners' demographics and organizational context. |
| **Prof. Dr. JolandaTomasouw. GICICTEL1811082** | **Learning Styles the German Students in Gender Perspective**<br><br>**Prof. Dr. JolandaTomasouw.**<br>**Department of German Language Education, Faculty of Teachers Training and Educational Scientist,Pattimura University,Ambon, Indonesien.**<br><br>**Abstract**<br>Learning style is one of a significant aspect in deciding the success of a student, which also influenced by the experience or the different gender characteristic. Learning style can be defined as "the behavior pattern which implemented by the student during the learning process" therefore,each student's learning style might be different and varies compare to the others. Gender of the student is one of the most influential variable which able to affect the learning style of the student. Due to the gender difference relates closely to the differences in the student roles, functions, and the responsibilities between the males and females in a social perspective and behavior.<br>This research was conducted to describe on the learning styles of the German Language student from the gender perspective. It was conducted using the qualitative method design, which the data had been collected by using questionnaires and observation at the German students in the 2nd and 4th semester in the batch year of 2017-2018 at Pattumra University with the total of the respondent of 15 male students and 15 female students which has been random selected.<br>The result of the research indicates that nearly all of the total respondents have a significant different learning styles between the male students and the female students. The male respondents tend to apply a kinestic learning style while the female respondents tend to implement a visual and tactile learning style. This result also indicate strongly on the effect to their German language skill and ability.<br>According on the result of the research as its based, a conclusion can be describe that a learning style and the gender of a student has a positive correlation in their German Language skill and ability .<br>Keywords : Learning Styles, Perspective, Gender. |
| **Tamaela Ida Costansa GICICTEL1811083** | **Students Perceptions on Creating Visual Culture Essay Collaboratively: Facts and Challenges**<br><br>**Tamaela Ida Costansa** |

**German Education Study Program, Teachers Training and Education Sciences,Pattimura University,Ambon, Indonesia**

**Abstract**
**The objective of this research was to find out students perceptions towards creating visual culture essay collaboratively. Ten students from the German education study program of Teachers Training and Educational Science Faculty, Pattimura University in Ambon took active participation in the research. Based on the provided topic the group worked at the planning and designing stages of the visual culture essay. Each member of the group prepared a drawing accompanied by a short description to contribute to the group's visual essay. The research focuses on (1) participants' perceptions on creating visual culture essay collaboratively: facts and challenges, (2) the result of the group's creation of visual culture essay. It is a qualitative research in which the data were collected through questionnaire and interview. The research findings show participants' positive perceptions. According to 10 (100%) participants this was their first experience in developing visual culture essay and doing it collaboratively. In the beginning, 7 participants were not confident in creating it and even all 10 participants were not confident in drawing pictures. However, after the completion of the visual culture essay, they agreed that through the experience they, then, have confidence in creating it collaboratively. All agreed that creating it collaboratively is challenging since each member of the group has to contribute his/her drawing with a short description to form one complete visual culture essay of the group. The results of their partly individual design range from 'acceptable' (30%) to 'exemplary' (70%), while as a group their visual culture essay is categorized as 'exemplary' with a score of 94. Creating visual (culture) essay should be practiced on a regular basis so that students can later become creative writers, and undoubtedly their products can be published, read and enjoyed by others.**
**Keywords: collaborative, perception; visual culture essay**

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| **Dr. Juliaans E.R. Marantika** <br> **GICICTEL1811084** | **The Relation Between Emotion and Cognition In The Language Education** <br><br> **Dr. Juliaans E.R. Marantika. M.Pd.** <br> **Department of German Language Education, Faculty of** <br> **Teachers Training and Educational Scientist** <br><br> **Abstract** <br> **Emotion and cognition are the two of many non-lingual factors in a foreign language studies process which can affect the studies result. Many of the German language students assumed that German is a difficult language which had caused an unnecessary fear or anxiety for the students throughout the study period. These situations then can affect the student, negatively throughout the study process specifically in absorbing the information within their cognitive structure. The pheromones of "suddenly forget" or a Blackout due to the anxiety can heavily affect to the capability of the student to recall or remember the subject previously studied, especially during the exam. This research was conducted to derive the strong evidence of the significant correlations between the two factors to the student's study result. For this purpose, an intensive study has been conducted align with the research using a correlational method on the German Language faculty at the PattimuraUniversiity.** <br> **The result shows that the there are significant results on the student with** |

different level of emotions. The majority shows that the students with anxiety tend to shows a low speaking ability while on the other hand, the student with no or low anxiety had a better result. This research conducted that uncontrolled emotions can give a negative impact into study process of a student that can affect the outcome of the study itself. Therefore it is a crucial point for the teachers to be aware of the signs or symptoms of anxiety or fear of the student and designed a proper and precise study strategy to eliminate the negative impact of the anxiety during the study process.

Keywords: EmotionCognition, Language Education

**Relationship Between The Professional Learning Community (Plc) With Self-Efficacy Among Islamic Education Teachers In Melaka Tengah District, Melaka**

**Absha Atiah Abu Bakar**
**Fakulti Pendidikan Universiti Kebangsaan Malaysia**

**Absha Atiah Abu Bakar**
**GICICTEL1811085**

**Abstract**

This study aims to review the Professional Learning Community (PLC) with the self-efficacy of teachers, especially among Islamic education teachers. This PLC is assessed on aspects of value sharing practices, collective learning practices and applications and personal sharing practices. On the other hand, the self-efficacy of the teacher is assessed from the aspect of student engagement, teaching strategy and class management. Furthermore, this study also identified the PLC's relationship with the teacher's self-efficacy. This study is a survey using questionnaire as a research instrument. This study involved a total of 230 primary school Islamic education teachers in Melaka Tengah District, Melaka. The findings of the pilot study on 30 Islamic education teachers showed that the items were at a high level of reliability above 0.7. The data in this study were analyzed by descriptive statistics and inferential analysis involving One Way MANOVA and Pearson Correlation. Descriptive statistical analysis shows that all aspects of PLC's practice and self-efficacy are in high stages. Inferential statistical analysis shows that there is no significant difference in PLC practice based on teaching experience and school location. However, there is a significant difference in PLC practice based on gender. The study also found significant differences in self-efficacy based on gender and there was no significant difference based on teaching experience and school location. Pearson correlation analysis also shows a significant relationship between the PLC's practice and the self-efficacy of Islamic education teachers. This means that there is a continuing effort to improve PLC practices by considering the aspects involved in this study.

Keywords: Professional Learning Community, self-efficacy, Islamic education teachers

**Grietje Hanna Kunu**
**GICICTEL1811086**

**The Aplication Of Field Trip Method As An Effort To Improve Students Descriptive Writing Ability Based On Local Culture**

**Grietje Hanna Kunu**
**Department Of German Language Education, Faculty Of Teacher Training And Educational Scientist**

**Abstract**

The learning process of a place which is conducted through a direct observation in the field certainly differs from the result obtained in the classroom using package book as the source. In relation to it, the study with

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| | the aim to measure the students ability in describing the local culture in the form of dance, musical instrument, local specialties of food and drinks was conducted in Eri Village, Nusaniwe District, Ambon City. Research conducted was using the descriptive analysis approach with the students of the 4th of the German language, study period 2017/2018 a total of 15 people as a sample. Data of student ability is measured against the essay written by the students towards the culture being observed according to the assessment criteria set. The research result indicated that the students ability in describing the culture through direct observation by using the Field Trip Metheod is much better compared to the study conducted in the classroom using the package book. This is indicated by the essay written by the student in average is rated higher compared to students writing the essay in the classroom using the package book. Therefore, the Field Trip Method used for the study is strongly recommended as an effort for improvement on the students descriptive writing ability about the local culture.<br>Keywords: Field Trip, Descriptive Writing Ability, Local Culture |
| **Mohna Bhaisora**<br>**GICICTEL1811088** | **Contextualizing School Engagement: A study of students experiences of discrimination and belongingness among Delhi government middle school children**<br><br>**Mohna Bhaisora**<br>**M phil 2nd year, Research Scholar Jawaharlal Lal Nehru University (JNU)**<br><br>**Abstract**<br>The vast literature on school engagement has defined the term engagement as something abiding by the rules of schools. There is also a multifaceted nature of the term engagement (Fredrick's et al., 2004) which has defined it as having three components, the behavioral component, emotional component and the cognitive component. Out of these three mentioned components, it has been seen that the emotional engagement (also known as the child's sense of belongingness) as a necessary condition for learning-related behaviours and academic success. Since past years, the term school engagement has been used as having two aspects: individual level engagement (student's participation in activities etc.)and school level engagement(eg.school resources). To a large extent, school engagement of the students can also be attributed to students' experiences of discrimination in schools. These experiences might have an impact on students' school engagement (belongingness). Studies have shown that discrimination relates negatively to academic motivation among students (Wong, Eccles, and Sameroff, 2003). Yet, the relation between students' experiences of discrimination and their school engagement (belongingness) has not been studied much in the literature.<br>In a country like India, societies are stratified on the basis of a person's class, gender and caste etc. These factors tend to create certain beliefs, stereotypes, and expectations in the minds of the teachers, which might negatively affect students' academic motivation. Therefore, the present work proposes to undertake a critical study of some of the writings on school engagement and to examine the relation between students' experiences of discrimination (based on one's caste, class, gender, ability) and their school engagement (belongingness). Also, as most of the studies on engagement are done on the white middle class samples (as cited in Fredrick's, 2004), the present study takes into account children from both low and middle socioeconomic status. The study has used descriptive statistics to analyse data. Means and correlation have been calculated. Also, interviews from teachers and students |

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| | **have been analysed to support the findings**<br>**Keywords: school engagement, mainstream approach, social structural factors** |
| **Sung Gyu Kim**<br>**GICICTEL1811089** | **Efficiency Plan for Saemaul-Undong Official Development Assistance (ODA) Limitations and Suggestions from the Viewpoint of Development Cooperation**<br><br>**Sung Gyu Kim**<br>**International Development Cooperation Research Center,Seoul National University Asia Center (SNUAC),Seoul, South Korea**<br><br>**This study hypothesizes that, in development cooperation implementation, detrimental effects have resulted from employing extremely general Saemaul-Undong (SMU) success factors and from transferring SMU Official Development Assistance (ODA) without a consideration of recipient countries' features. The aims of this paper were threefold: to summarize the key success factors of SMU from the perspective of development cooperation; to use a field study to verify the limitations of applying these factors to development cooperation projects in developing countries; and to seek solutions for overcoming these limitations in the future. From the perspective of development cooperation, the success of SMU depends on the following factors: a country's political commitment (i.e., its top-down approach to projects); the participation of motivated villagers (i.e., its bottom-up approach to projects); and the identification of leaders in each village. To achieve our study's objectives, we conducted a case analysis of Vietnam's "new rural integrated development businesses"(Nong thon moi), from which we derived the following observations for SMU ODA projects: detailed implementation plans for village units must be seamlessly integrated into mid- to long-term governmental support plans; development strategies are urgently needed to address the Vietnamese government's growing financial burdens for "new rural development businesses"; ODA projects should be promoted not in the form of large-scale infrastructure projects, but as feasible small-scale projects based on a consideration of the distinctiveness of target areas; local officials and village leaders should attend education/training programs prior to conducting rural area development projects; and finally, a new business modality should be developed to motivate villagers in participating communities**<br>**Key words : International development cooperation, Saemaul-Undong (New Village Movement), SaemaulUndong Official Development Assistance, rural development businesses, efficiency plan** |
| **Nurfitrianti Misheila**<br>**GICICTEL1811090** | **Encouragement Of Social Environment To Enhance The Character Of The Nation**<br><br>**Nurfitrianti Misheila**<br>**Faculty of Education, National University of Malaysia, Bangi, Malaysia**<br><br>**Abstract**<br>**This study aimed to explore the urge towards improving social environment character race among students. Encouragement of social environment under review for encouragement of family, peers, and virtual campus. While a character race in turn under review for aspects of creativity and innovation, nationalist and religious. In addition, the research also identifies the relationship of motivation social environment with a character race. This study is a study in the form of review. It involved a total of 300 students University of Riau. The findings indicate that the overall aspects of the social** |

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| | environment of encouragement are at medium levels high. While a character race for nationalist aspect are at high level. The study also found a significant relationship urge social environment with a character race. Social environment factors especially parents, peers, urge the virtual campus plays an important enough character education in the nation.<br><br>Keywords : Encouragement Of Social Environment, Character Races, Nationalism |
| **Yasuo Nakata**<br>**GICICTEL1811091** | **The First-Year Experience Incorporating the Organization Development Method at Kobe Tokiwa University**<br><br>**Yasuo Nakata**<br>**Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan**<br><br>**Hiroya Kawasaki**<br>**Learning Value Inc, Osaka, Japan**<br><br>**Kenya Bannaka**<br>**Department of Oral Health, Kobe Tokiwa College, Kobe, Japan**<br><br>**Ikuhiro Noda**<br>**Administration Bureau, Kobe Tokiwa University, Kobe, Japan**<br><br>**Kenichiro Mitsunari**<br>**Faculty of Education, Kobe Tokiwa University, Kobe, Japan**<br>**Regional Liaison Unit, Center for the Promotion of Interdisciplinary Education and Research, Kyoto University, Kyoto, Japan**<br><br>**Kunihiko Takamatsu**<br>**Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan**<br>**Center for the Promotion of Excellence in Research and Development of Higher Education, Kobe Tokiwa University, Kobe, Japan**<br>**Life Science Center, Kobe Tokiwa University, Kobe, Japan**<br><br>**Abstract**<br>In Japan, the first-year experience that rapidly gained attention at the beginning of the twenty-first century was clearly positioned in 2008 as formal undergraduate educational programs (The Central Council for Education, 2008). The term "first-year experience" is defined as a "comprehensive educational program primarily created for freshmen" to promote their smooth transition from high school to university and to create successful academic and social experiences at university (The Central Council for Education, 2008). Thus, the first-year experience is a specific program with activities implemented by diverse universities to fit the unique needs of their first-year university students (Tachi, 2008). One important issue of the first-year experience within the undergraduate program has been identifying ways to guarantee the quality of education. Kobe Tokiwa University's four departments (medical technology, nursing, child education, and dental hygiene) require students to gain strong abilities to collaborate and cooperate in teams to be responsible for future team medical care or a school as a team. Therefore, in 2018, the university implemented a first-year experience program that incorporated the organization development method into the conventional human resource development method. The difference between human resource development and organization development is that the targets |

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| | of human resource development are people, whereas the targets of organization development are relationships and interactions among people. In other words, organization development is a function that derives the energy, self-discipline, and mental independence in an organization, with the idea that changes in relationships among people and their interactions will change the organization. This presentation shares our experiences using a first-year experience program that incorporates the organization development method, and we discuss the potential of this method for the first-year experience. Keywords: First-year experience, organization development method, team |
| Kunihiko Takamatsu GICICTEL1811092 | **Analyzing Students' Course Evaluations using Text Mining: Visualization of Open-ended Responses in a Co-occurrence Network**<br><br>**Kunihiko Takamatsu**<br>**Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan**<br>**Center for the Promotion of Excellence in Research and Development of Higher Education, Kobe Tokiwa University, Kobe, Japan**<br>**Life Science Center, Kobe Tokiwa University, Kobe, Japan**<br><br>**Kenya Bannaka**<br>**Department of Oral Health, Kobe Tokiwa College, Kobe, Japan**<br><br>**Ikuhiro Noda**<br>**Administration Bureau, Kobe Tokiwa University, Kobe, Japan**<br><br>**Kenichiro Mitsunari**<br>**Faculty of Education, Kobe Tokiwa University, Kobe, Japan**<br>**Regional Liaison Unit, Center for the Promotion of Interdisciplinary Education and Research, Kyoto University, Kyoto, Japan**<br><br>**Yasuo Nakata**<br>**Faculty of Health Sciences, Kobe Tokiwa University, Kobe, Japan**<br><br>**Abstract**<br>Japan's Standards for Establishment of Universities states, "A university shall conduct organized training and research to improve the content and methodology used in courses at said university." Based on this, most of Japan's universities have recently implemented course evaluations by students. Student course evaluations are intended to quantify and provide an understanding of students' satisfaction with their courses, and all universities are implementing them as one way to objectively evaluate courses. These course evaluations often combine computer-graded multiple-choice items with open-ended items. Computer-graded multiple-choice items are easy to assess because the responses are quantifiable. However, open-ended items' responses are text data, and objectively grasping the students' general tendencies is challenging. Moreover, it is difficult to avoid risking arbitrary and subjective interpretations of the data by the analysts who summarize them. Therefore, to avoid these risks as much as possible, the so-called "text-mining" method or "quantitative content analysis" approach might be useful. This presentation shares our experiences using text mining to analyze students' course evaluations through visualization of their open-ended responses in a co-occurrence network, and we discuss the potential of this method.<br>Keywords: Students' course evaluation, open-ended responses, text mining, quantitative content analysis |

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| **Prayoon Boonchai GICICTEL1811094** | **Effects Of Using Learning Process Based On Place-Based Education And Experiential Learning Approach On Cultural Awareness And Local Curriculum Development Ability Of Student Teachers In Valaya Alongkorn Rajabhat University Under The Royal Patronage, Thailand**<br><br>**Prayoon Boonchai**<br>**Faculty Of Education, Valaya Alongkorn Rajabhat University**<br>**Under The Royal Patronage, Thailand**<br><br>**Abstract**<br>**The purposes of this research were : 1) to study cultural awareness of the student teachers by using learning process based on Place-Based Education(PBE) and Experiential Learning (EL) Approach; 2) to study knowledge for developing local curriculum of student teachers by using learning process based on PBE and EL Approach; 3) to study the ability in designing local curriculum of student teachers by using learning process based on PBE and EL Approach; and 4) to study the transforming of desired characteristics of student teachers. The participants in the target group were 28 of the second year student teachers (5-year teacher education program) from the Faculty of Education at Valaya Alongkorn Rajabhat University under the Royal Patronage who enrolled in the curriculum development course in the first semester, academic year 2017. The learning process based on PBE and EL Approach contained five steps as follows: 1) selecting and investigating a local community site; 2) designing and constructing a local curriculum; 3) presentation; and 4) reflection and evaluation. The experimental instruments were 5 lesson plans based on PBE and EL Approach. The data collecting instruments were : 1) a cultural awareness assessment form; 2) an achievement test on the development of local curriculum; 3) an evaluation form for designing local curriculum; 4) an observation form on learning behavior; 5) a learning log; and 6) an After Action Review (AAR) report form. The data were analyzed by using percentage, mean score, and content analysis.** |
| **Bhumbhong Jomhongbhibhat GICICTEL1811095** | **Development Of The Instructional Model Based-On Problem Based Learning With Contextual Based Learning And Metacognitive Strategies To Enhance Higher Order Thinking Abilities, Learning Achievement And Metacognitive Abilities Of Undergraduate Student Teachers Of Rajabhat Universitties**<br><br>**Bhumbhong Jomhongbhibhat**<br>**Faculty Of Education, Ubonratchathani Rajabhat University, Thailand**<br><br>**Abstract**<br>**The purposes of this research were to : 1) study problems and guidelines of instructional in Principal of Learning Management Subject in Faculty of Education Students in Rajabhat University in the Northeastern, Thailand 2) development of the Instructional Model based-on Problem based Learning with Contextual based Learning and Metacognitive Strategies to Enhance Higher Order Thinking Abilities, Learning Achievement and Metacognitive Abilities of Undergraduate student teachers of Rajabhat Universitties ,and 3) evaluate the efficiency of the Instructional Model based-on Problem based Learning with Contextual based Learning and Metacognitive Strategies to Enhance Higher Order Thinking Abilities, Learning Achievement and Metacognitive Abilities of Undergraduate student teachers of Rajabhat** |

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| | **Universitties**<br>**The subjects consisted of 60 lecturers of Faculty of Education in Rajabhat University in the Northeastern, Thailand, using simple random sampling the period for the research of education was at the second semester of academic year 2017. The instruments used in the research were,The Instructional Model, Manual of The Instructional Model, Metacognition test,, achievement test, the efficiency of instructional model evaluate form, and the questionnaire of student's satisfaction. The statistics used in analyzing data were: percentage, mean and standard deviation.** |
| **Tazeen Jamal Siddiqui**<br>**GICICTEL1811097** | **Typing Fingers Vs Writing Fingers**<br><br>**Tazeen Jamal Siddiqui**<br>**Education, Mansha Educational Society, Hyderabad, India**<br><br>**Abstract**<br>**This paper intends to discuss the impact of typing on the behavior of kids and the behavioral traits they acquire in comparison of kids who write more than type and are less exposed to electronic gadget interactions.**<br>**Index Terms— Behavior, typing, handwriting, electronic gadget, emotions.** |
| **Ronita Eder Talingtin**<br>**GICICTEL1811098** | **Lifestyles And Financial Management Competencies Of The Academic Community Of Empowered Secondary Schools**<br><br>**Ronita Eder Talingtin**<br>**Faculty of Professional Education,Surigao State College of Technology,Surigao City, Caraga Region, Philippines**<br><br>**Lelian Gelsano Cubillan**<br>**Faculty of Professional Education,Surigao State College of Technology,Surigao City, Caraga Region, Philippines**<br><br>**Abstract**<br>**Governance and its management have emerged as a problem of contemporary life in education. Many developed and even under-developed countries like Philippines have initiated moves or programs aimed at reducing bribery, red tape or corruption among government offices and agencies.**<br>**This study aims to determine the extent of lifestyles of the academic community of empowered secondary schools and the level of financial management competencies in terms of planning, organizing, controlling, accounting, and investing of the administrators, personnel and faculty.**<br>**Descriptive survey method employing differential and correlational designs were used with the survey instrument as the tool in gathering the data. Mean and ordinal rank, Analysis of variance (ANOVA), scheffes test and Pearson-r were used in analyzing the data.**<br>**Findings revealed that the administrators/Personnel and faculty less manifested their economic, educational, recreational, family, and personal lifestyles but they often manifested spiritual lifestyle. They are much competent in managing their finances through planning, organizing, controlling, accounting, and investing. Their lifestyles and financial management competencies do not significantly differ. However, there is a significant relationship existed between their lifestyles and financial management competencies.**<br>**The study concluded that administrators/ Personnel and faculty managed their finances by identifying necessary expenditures and employing** |

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| | responsible budgeting coupled with self-control in order to focus spending on identified needs. Likewise, they also perform accounting and monitoring of their daily expenditures in order to assess their actions and their plans thus, saving money and having minor investments are also done by them.<br><br>Keywords: Lifestyle, Financial Management Competencies, Academic Community, Empowered Secondary School |
| **Anik Setyowati**<br>**GICICTEL1811099** | **Three inspiring methods : An andragogy approach to create a fun and vibrant learning atmosphere (case study at the BSSN Training Center)**<br><br>**Anik Setyowati**<br>**Education and Training Centre for National Cyber and Crypto Agency (BSSN), Indonesia**<br><br>**Kholif Faiz Ma'ruf**<br>**Education and Training Centre for National Cyber and Crypto Agency (BSSN), Indonesia**<br><br>**Abstract**<br>Adult learning system or better known by the term andragogy in its implementation requires a lot of innovation in achieving its goals to make the classroom atmosphere comfortable so as to support the process of transfer of knowledge. Barriers often arise when the training participants feel the material is too heavy with the reason of lack of knowledge, bored or never familiar with the related material. Not to mention the time of the implementation of a relatively long training and age participant that is often not young anymore cause physical problems that interfere with the achievement of learning objectives. This is coupled with low motivation and needs of knowledge factors. All of these factors lead to demotivation and an uncomfortable classroom atmosphere as it affects all training participants.<br>The author tries to pass observation of the class both as a teacher and as a training participant to find the best method to overcome the problems. There were three examples of role model teachers with different methods, unique and efficient during the observation process and then used them directly when the author taught to observe the impact on the training participants. The observations were strengthened by interviews with fellow teachers and training participants. The results of observations and interviews were compared with the literature study.<br>From the results of research conducted to prove that the merger of 2 or more methods in teaching to produce a fun classroom atmosphere and make the training participants eager in achieving maximum learning outcomes. Selection of learning methods should be tailored to the learning materials, training participants and implementation time. Teachers are required to be able to map the ability of training participants and the class situation so as to apply the best method in learning.<br>Keyword. Learning method, role model of teaching, adult learning |
| | **Field Study, Action Plan and E-Collaboration: Transforming Effective Information Security Training Program for Local Government in Indonesia**<br><br>**Kholif Faiz Ma'ruf**<br>**Education and Training Centre, National Cyber and Crypto Agency (BSSN), Jakarta, Indonesia**<br><br>**Anik Setyowati** |

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| **Kholif Faiz Ma'ruf**<br>**GICICTEL1811100** | **Education and Training Centre, National Cyber and Crypto Agency (BSSN), Jakarta, Indonesia**<br><br>**Abstract**<br>**Changing the bad paradigm of information security in 514 local governments in Indonesia is very challenging. The root of the problem must be found, and with limited resources, the right solution should be found to allow the solution to run across 514 local governments. FGD method is used to find the root of the problem, and the result is found that the main problem lies in the lack of competence of Information Security HR working in the Local Government. Although education and training have been provided to improve their competence, the fact that once they return to their workplace, they can not implement the science in their workplace. The second root of the problem is the absence of a quick and inexpensive consultation container to solve various problems. The author tries to address the root of the first problem through changes in the basic information security training curriculum in the form of a field study approach and an action plan. The root of the second problem is solved with cheap and effective online group collaboration, we call it a chain of hope. The training curriculum is being applied to 40 local governments by 2017 and the results are staggering. In the context of education, it is very difficult to see the outcome quickly, but based on our case study, just within 6 months after the training, the outcomes of the training can be seen in real terms. Now in every local government whose human resources have undergone basic information security training in the year 2017, will see the results of its work in the form of information security posters, antivirus already installed, awareness runs with innovative techniques, and the preparation of information security activities can already run. Based on these case studies, it can be assured that the information security in every local government in Indonesia has a good future if it starts with an appropriate Education Curriculum.**<br>**Key Word: Field Study, Action Plan, E-collaboration, Information Security, Training Program** |
| **Thommy R. Caballero**<br>**GICICTEL1811101** | **Differentiated Instruction With Interactive Multimedia:**<br>**Based on Pupils' Readiness Level in Mathematics 6**<br><br>**Thommy R. Caballero**<br>**Grade School Department,University of San Jose – Recoletos**<br><br>**Abstract**<br>**It's a very challenging to most of the teachers on how to increase pupils' basic academic performance in mathematics and to motivate them in achieving more. An experimental method of research employing the pretest-posttest with control group design aimed to know the effectiveness of differentiated instruction with and without interactive multimedia based on the pupils' readiness level in mathematics. Based on the findings, the use of differentiated instruction with interactive multimedia by Dr. Mayer's theory of multimedia was effective and Nuris, et al. supported Mayer that the use of multimedia with graphics and animation could gain meaningful learning outcome to pupils, but pupils who were exposed to differentiated instruction with cooperative learning or without technological engagement was also effective. Thus, technology as a tool for interactive multimedia has an equivalent effect with cooperative learning in enhancing pupils' basic mathematical skills; therefore, Lev Vygotsky's Social Developmental Theory through** |

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| | differentiation should be employed in the early development of pupils' basic mathematical skills based on the readiness level of the pupils.<br>Keywords: Differentiated Instruction;  Interactive Multimedia;<br>Pupils' Readiness;  Mathematics 6. |
| **Dewi Nuraini**<br>**GICICTEL1811052** | **Curriculum change: Implementing the 2013 English Curriculum in senior high schools in West Java province, Indonesia**<br><br>**Dewi Nuraini**<br>**Graduate School of Education, University of Exeter, West Java province, Indonesia**<br><br>**Abstract**<br>**The curriculum change in 2013 signified a crucial turning point in Indonesia. In the English Language Teaching (ELT) context, besides the changes in standard content, the Ministry of Education (MOE) made some other major changes in the curriculum. There are some significant changes related to English subject in the 2013 curriculum in Indonesia, they are the removal of English subject in elementary school, reduction of teaching hours in senior high school, reduction of contents of teaching material, limitation of topics and discussion. Moreover, the 2013 curriculum has represented a significant shift compared to the previous English curriculum as it has required a paradigm shift in teaching methodology. The main aim of the study is to explore the curriculum implementation at the senior high school level as school is the centre of change and it is essential to the success or failure of any educational reform. Consequently, the views of the curriculum stakeholder i.e. school principals, English teachers and students toward the new curriculum were gathered in order to understand the challenges and overcome them. A mixed method design was employed with both quantitative and qualitative methods to collect the data: English teacher questionnaires and students' questionnaires, semi-structured interviews with school principals, English teachers and students and classroom observations. This study indicated that Indonesia top-down approach to change disregarded the curriculum stakeholders' voice. They did not have any choice other than to follow and implemented what had been mandated by the government. The curriculum stakeholders had contradictory reactions to curriculum change since they approved of some aspects of change but were disturbed by other aspects. Their perceptions evolved with time to become more positive with familiarity. The implication of this finding implies the need for the curriculum stakeholders to engage deeply with the nature and the effect of change during the early of implementation phase. In another word, the MoE should highlight the value of the curriculum stakeholders' role in the curriculum by involving them and listening to their voices during the curriculum development.**<br>**Keywords: curriculum change, ELT, senior high schools** |
| **Todd Hull**<br>**GICICTEL1811053** | **Content-Based Instruction: A Communicative Approach For The Efl Classroom**<br><br>**Todd Hull**<br>**Assistant Professor, Committee on Practical Foreign Language Courses**<br>**Hankuk University of Foreign Studies, Seoul, South Korea**<br><br>**Abstract**<br>**Content-Based Instruction (CBI) is a justifiably popular method in the ESL/EFL classroom because it combines the improvement of competency in a** |

foreign language with the attainment of knowledge in various subjects that occur in academic curricula across the spectrum of higher education. CBI has two main focuses. One concentrates on imparting knowledge of a particular subject matter with a secondary goal of improving language ability. The other aims primarily at the improvement of communicative competence in the target language. The focus of this paper is on this second aspect. Here learners are first given content that provides a basic overview of a particular subject or current issue. They are then tasked with performing various classroom activities that promote proficiency in the target language through engaging with the subject matter. The great advantage of this format is that, in addition to improving students' general knowledge about the world, practice in all four major skills is given in the course of a single lesson. Reading is enhanced when students research the topic to be addressed in class. Writing is practiced when students do timed essays, which not only improves their writing but also simulates writing done for language assessment tests such as the TOEFL and IELTS. Opportunities to improve listening and speaking come when students engage classmates in discussions about the topics addressed in class. This paper gives practical examples of how to implement such lessons in the EFL classroom as CBI continues to become more relevant now and into the future.
Keywords: CBI, communicative approach, multiple skills practice, classroom applications

| Chua Hui Wen<br>GICICTEL1811061 | **The Influence of Task-based Language Teaching in Learning Outcomes in Teaching Mandarin as a Third Language**<br><br>**Chua Hui Wen**<br>**Centre for Language Studies and Generic Development, Universiti Malaysia Kelantan**<br><br>**Abstracts**<br>The aim of this paper is to look into the influence of Task-based Language Teaching (TBLT) in Malaysia tertiary education non-native Mandarin learners' learning outcomes in teaching Mandarin as their third language. A quasi experiment was carried out for 50 students of Universiti Malaysia Kelantan, where they were divided into 25 persons per group in order to compare the influence of two different teaching methods: TBLT (treatment group) and audio-lingual teaching method (control group). The Willis's Task-based Learning Framework was applied as the teaching framework in TBLT. The results of the teaching methods were analysed using Simulated oral test, where language fluency, language accuracy and language pronunciation were the elements that researcher looked into. The results of the findings showed that the treatment group indicated drop in mean score of first cycle post-treatment test for learning outcomes, but the condition was changed in second cycle and delayed post-treatment test, where learning outcomes of treatment group (TBLT) outperformed the control group (audio-lingual teaching method). It is recommended to prolong the duration of research and having a considerable large number of participants so that more accurate results and generalisation of the findings can be made.<br>Keywords: Task-based Language Teaching (TBLT), Teaching Mandarin as A Third Language, Learning Outcomes |
| **Meryem Ayan**<br>**GICICTEL1811066** | **Teaching African American Literture And Double Consciousness**<br><br>**Meryem Ayan** |

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| | **Faculty Of Science And Letters, Department Of American Culture And Literature, Pamukkale University, Denizli Turkey**<br><br>**Abstract**<br>As members of the largest nonwhite ethnic group in American literature, African American novelists tried to develop their personal and national identities in a distinctive    pattern of values presenting their own historical experiences within a different cultural frame. The African American's are a biracial and bicultural people because of their hybrid identities due to their historical past and their double consciousness. Thus, double consciousness in African American literature is "a phenomenon whereby a text simultaneously responds to two conflicting definitions of African American identity: a prevailing and debilitating European American definition as well as a more self-determined African American definition"(Jimoh 1). In this paper I am to focus on the significance of W.E.B. Du Boisian "double consciousness" while teaching African American Literature through Alice Walker's short story Everyday Use.<br>Key words: African American literature, Double Consciousness, Identity, Everyday Use, Alice Walker. |
| **Inchan Park**<br>**GICICTEL1811087** | **Research on the Development of Online Phonics Games for Intervention of Korean Dyslexia Focusing on Consonant Cognition and Vowel Cognition Games -**<br><br>**Inchan Park**<br>**Department of Convergence Design Lab., Media4thone Ltd., Seoul,**<br><br>**Songyi Kim**<br>**Department of Convergence Design Lab., Media4thone Ltd., Seoul,**<br><br>**Abstract**<br>It has estimated that 5% of the world's population has dyslexia, and it has been reported that 4.6% of Korean elementary school students is dyslexic (2014). Currently, dyslexia intervention programs in Korea assume the form of offline one-to-one system, and only a few clinicians are concentrated in the city center. Therefore, it is needed to develop an online-based dyslexia intervention program in order to meet the demand of the users in suburban areas who cannot access to the existing offline programs due to time and space constraints.<br>First of all, to develop the online program(game) effectively, requirements for educational domain and the intervention process have been elicited from the persons concerned with Korean phonological dyslexia such as students, parents or clinicians. And based on them,  games has been developed with familiar game characters and rewards. The algorithm of the two games were designed based on the existing offline one-to-one system (i.e. a student-to-a clinician), and the two games were created based on two interesting game stories  for continuous learning motivation. In this research, we have developed a vowel cognition game and a consonant cognition game as online educational games  for Korean phonics intervention.<br>Keywords: Dyslexia, Intervention, Online Phonics Game, Consonant Cognition, Vowel Cognition |
| **Nergiz Rustemova**<br>**GICICTEL1811103** | **An Investigation Of The Relationship Between Eating Attitudes And Behaviors And Self Respect In Students In Adolescents** |

**Nergiz Rustemova**
**Family Counselling master student, Istanbul Commerce University, Istanbul**

**Abstract**

**The eating habits of adolescents are influenced by many factors. In etymology of eating disorders; family problems, presence of eating disorders in the family, low self-esteem, obesity, weight and eating habits, acceptance of sexuality, adolescent problems, socio-cultural norms, sexual trauma, biological and genetic factors. Thus, the identification of factors that affect adolescents' eating behaviors and nutrition may be a guide to the prevention of obesity and related diseases, a health problem. In the study, the eating habits and eating attitudes of the high school students were evaluated and the investigation of the relationship between the self-esteem and the sociodemographic characteristics was discussed.**

**Sample: The research was conducted on 70 girls who attended a high school in Istanbul in 10-11th class. The students who are involved in the research are between the ages of 15-17.**

**Data collection tool;**

**1. Questionnaire for identifying descriptive attributes,**

**2. In order to determine eating habits, the "Eating Attitude Test"**

**3. "Rosenberg Self-Esteem Scale" was used to measure self esteem.**

**According to the results of the research;**

● **When the relationship between the financial situation of the family and the child's eating habits is examined, there is no significant relationship between nutrition and financial income according to Kruskal Wallis test values.**

● **The relationship between child nutrition and self-esteem When we look at the Pearson Correlation study, we can say that there is a weak relationship between nutrition and self-esteem.**

● **The relationship between the parent's educational status and the child's self-esteem was assessed by the corelation test and there was no significant difference between parental education status and self-esteem.**

**Keyword: eating attitude, eating behavior, self respect**

**How To Improve The Mastery Of Biology Education Photosynthesis Concept?**

**Anisyah Yuniarti**
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**Biology Education Departemen, Indonesia University Of Education**

**Anisyah Yuniarti**
**GICICTEL1811104**

**Abstract**

**DP4's learning strategy is acronym of Demonstration method, Practical work-discussion1 method, Presentation-discussion1 method, Practical work-discussion2 method, and Presentation-discussion2 method. This study aims to describe the effect of applying DP4 learning strategy to the mastery of student photosynthesis concept. The research method is a weak experiment with research design "The One-Group Pretest-Posttest Design". The research been held in one of the University in Pontianak, West Borneo. The subjects were 37 students of Biology education. Research instruments in the form of test equipment, assessment rubric, and questionnaire. Data were analyzed using**

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| | SPSS 24 program. Based on the result of research known that DP4 learning strategy can increase mastery of biology education student photosynthesis concept by 50,43 and the average of N-gain in that class is 0,77 (the mastery of biology education student photosynthesis concept is very high). The DP4 learning strategy can be used to help biology education student improve their mastery of photosynthesis concept.<br>Keywords: Learning strategy, Concept mastery, Photosynthesis. |
| **R. Firman Suprijandoko**<br>**GICICTEL1811105** | **Hypno-Andragogy 2.0 : Transformation of Learning Process**<br>**Using Hypnosis Method in Andragogy Class**<br><br>**R. Firman Suprijandoko**<br>**Education and Training Centre, National Cyber and Crypto Agency (BSSN), Jakarta, Indonesia**<br><br>**Abstract**<br>It turns out that the technique of teaching in the Andragogy class is very different from the teaching techniques in the Paedagogy class. Note in our previous research there are some trainers who only master substantial competence, but do not master the andragogy. As a result there are trainees who experience the state of Futur while in the classroom. Other significant findings such as in BLC (Building Learning Commitment) classe, where trainees are rather slow in making decisions in the classroom. Decision-making time below average time. We did research on 6 classes in year 2017. These findings can be solved by the hypno-andragogy method.<br>Hypno-Andragogy is a learning process technique that in delivering the subject matter using communication techniques that are very persuasive and suggestive with the aim that trainees easily understand and feel comfortable in the classroom. In this version 2.0 there is a change in step 7. That is self-healing using TRE - Tension and Trauma Releasing Exercise method. The use of Hypno-Andragogy methods in the classroom can help create a more effective learning process. Thus, according to the outcomes we expect, the atmosphere in the class becomes more conducive. class more secure and comfortable. well motivated trainees. easy to accept and understand the learning materials so that learning objectives can be achieved.<br>Keywords: Andragogy, Hypno-Andragogy, Motivation, Learning Process. |
| **Lia Novita**<br>**GICICTEL1811106** | **Teacher's Strategies In Teaching Esp Based Reading**<br>**Using Translation**<br><br>**Lia Novita**<br>**Ipi Garut (Indonesia Institute Of Education) -West Java, Indonesia**<br><br>**Abstract**<br>Teaching ESP based Reading (English for Specific Purposes) is aimed at developing students' professional communication in reading skill that focuses on the field of student's need. In fact, most students find it difficult to read and understand the meaning of the ESP text because they have to think of discourse with different fields. Most researchers believe that, the problem is with ESP teaching strategies. Thus, teacher's strategies are essential for developing more creative teaching strategies. Using translation as a pedagogical device is considered as a strategy to assist students in understanding ESP text. Therefore, the purposes of this study are (i) to investigate the teacher's strategy in teaching ESP based Reading using translation, (ii) to measure whether translation as a pedagogical device has a |

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| | significant impact on improving students' reading comprehension on ESP text. This research used exploratory sequential mixed method. This is a research where the researcher conducted qualitative research first with the observation then strengthened it with quantitative research (test) using two groups consisting of experimental group and control group. This research was conducted at one of the School of Health Sciences in Garut. The study found that the teacher used the translation as a pedagogical device and it was so effective to improve the students' ability in understanding Reading ESP text. And the experimental group received the treatment to check the effectiveness of the translation tasks. Students' reading ability in experimental groups has been compared with that of control groups using t-test. The results indicated that translation tasks were so effective in promoting ESP students` reading ability. These findings contribute for the teachers to use translation as a pedagogical device to improve the students' reading skill.<br>Keywords: Teacher's Strategy, Reading, ESP, Translation. |
| **Putri Dewi Sartika**<br>**YRSICTEL1811051** | **Development of Integrated Science Teaching Material on the Topic of Environmental Pollution to Increase Critical Thinking of Junior High School Students**<br><br>**Putri Dewi Sartika**<br>**Universitas Pendidikan Indonesia , Bandung Indonesia 2018**<br><br>**Any Fitriani**<br>**Universitas Pendidikan Indonesia , Bandung Indonesia 2018**<br><br>**Parlindungan Sinaga**<br>**Universitas Pendidikan Indonesia , Bandung Indonesia 2018**<br><br>**Abstract**<br>This research aims to obtain an overview about the increase of critical thinking of students using integrated science textbooks on the topic of environmental pollution compared to textbooks from curriculum 2013 and the effectiveness of integrated science textbooks on the topic of environmental pollution that can increase critical thinking. The research method in this study was the Research and Development (R&D). The object of this research was the integrated science teaching material on the topic of environmental and the implementation in Junior High School Student. While the subjects of this research were Junior High School Students grade VII in Bandung. The textbooks development method was adapted from the model for the process of writing instructional materials. Based on the result from the effect size, the textbook developed by multimode representations was effective to increase students' critical thinking skills. The increase occurred in all aspects of critical thinking skills. The test hypothesis showed significant difference in students' critical thinking skills between experimental classes using integrated science textbooks with control classes using integrated school textbooks.<br>Keyword: Critical Thinking Skill, Environmental Pollution, Integrated Science, Teaching Material |

**Citra Ayuningrum, Suwarjo**
**GICICTEL1811108**

**The Effects of Sociodrama and Problem-Based Learning on Students' Group Cooperation and Motivation in Integrative Thematic Learning in Grade IV of Public Elementary Schools in Pakualaman District**

**Citra Ayuningrum, Suwarjo**
**Graduate Program, Yogyakarta State University, Yogyakarta, Indonesia**

**Abstract**
**The ability of students'group cooperation and learning motivation is important to be grown in learning to support the achievement of learning objectives and can impact on students' social attitudes. This study aimed to find out: (1) the effect of sociodrama on students' group cooperation and learning motivation, (2) the effect of Problem-Based Learning (PBL) on students' group cooperation and learning motivation, and (3) differences in group cooperation and learning motivation between the group applying sociodrama and that applying PBL.**

**This was a quasi-experimental study using the non-equivalent comparison group design. The research subjects were Grade IV students of public elementary schools in Pakualaman District. The data were collected using group cooperation observation sheets and learning motivation scales. The data were analyzed using multivariate analysis of variance (MANOVA) and univariate analysis of t-test.**

**The results of the study were as follows. (1) There was a significant difference in group cooperation and learning motivation between the group applying sociodrama and that applying PBL in Grade IV of public elementary schools in Pakualaman District. (2) Sociodrama had a better effect than PBL on the group cooperation aspect. (3) PBL had a better effect than sociodrama on the student learning motivation aspect.**
**Keywords: Sociodrama, Problem-Based Learning, Group Cooperation, Learning Motivation**

**Talah S. Arabiyat**
**GICICTEL1811109**

**The Significance of Soft Skills for Engineering Students Employability: A Framework for Curriculum Development**

**Talah S. Arabiyat**
**Assistant professor of Economic, College of Management and Logistic Sciences, German Jordanian University, Amman, Jordan**

**Abstract**
**Rapid technological advancement and associated requirements in the industry pose difficult challenges for universities. Preparing engineering students to work in the industry requires creative pedagogical methods. In recent years, the cooperation between industrial firms and universities in developing countries has increased. However, the knowledge exchange between the two parties is often merely a matter of courtesy; no true exchange of knowledge occurs.**

**The breakdown of such collaboration implies insufficient openness, a lack of trust, and failure to provide real solutions to the industry. Thus, the education system must prepare engineering graduates to meet the industry's needs, which are not limited to technical knowledge; graduates must also possess practical, hands-on training in the design and manufacturing processes. They should be able to work effectively in interdisciplinary teams, manage multidisciplinary projects, tie innovation and growth to bottom-line profit, and communicate clearly.**

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| | The purpose of this study is to develop a professional curriculum focusing on a whole range of soft skills required by employers. The paper designs a questionnaire based on a Likert scale to elicit responses from employers in different sectors in Jordan. The study shows that there is a need for more cooperation between universities and the industry to align the university teaching with the on-the-job needs. This research represents an opportunity to address the importance of designing a framework to infuse soft skills into degree programs, which can assist students to obtain better employment opportunities. |
| **Mikiela Gonzales**<br>**YRSICTEL1811052** | **Case Study: Factors affecting the academic performance of Jamaican students in the 2017 Caribbean Secondary Examination Council Examinations.**<br><br>**Mikiela Gonzales**<br>**Department of Economics, University of the West Indies, Mona Kingston, Jamaica**<br><br>**Abstract**<br>Researchers from as far back as the 17th century (Mann, 1985) as well as emerging researchers (such as Whitely, 2016) have become increasingly interested in the factors which have an impact on a student's academic performance. An OLS regression technique was used to accomplish the cross sectional analysis of the factors affecting the performance of 100 students using their 2017 CSEC results. Data was gathered using 50 students from Campion College and the Mona High school each. This case study examined the empirical relationship between students' academic performance and factors affecting performance which were broken down into family structure, student characteristics and the quality of education determined by teacher-related factors. The results showed teacher's knowledge of the subject area, not frequently being absent from school and dedicating more hours to studying followed traditional results of being positively influential on a student's academic performance. The teacher's delivery proved to be not as significant to the discussion, however, what was interesting is that the effectiveness of assistance teacher's gave outside of the classroom was deemed most important; additionally, students who live in households with family members who were educated at the tertiary level, live in higher income households or attended extra classes in preparation for examinations performed better.<br>Keywords: education attainment, students' performance, learning facilities, education quality, secondary school, teacher quality JEL Classifications: I20, I21, I25 I24, J24 |

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